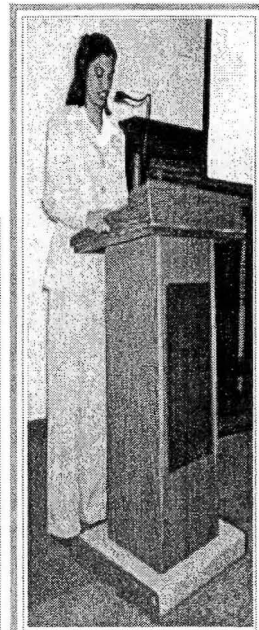
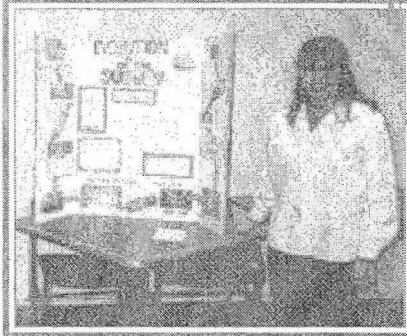


FEMMES d'ESPRIT

The Voice of the CNR Honors Program

School of Arts and Sciences

Spring Issue 1999, Volume 2



The College of New Rochelle



Dear "Femmes" Readers,

As I was working on this newsletter one evening, it hit me all of a sudden that this issue would be the last time I would work on *Femmes* as Editor. I actually got a little sad. Not because of the actual work, don't be silly, but because it was the last chance that I would have to get to know so much about my fellow Honors members. I have learned so much about the people that have contributed to *Femmes* over the past three years, especially this year, when I had the chance to type in so much of your work. I must say that there are some pretty sharp minds here at CNR and if you ever doubt why you chose this as your college, look around at your classmates - you can learn so much from them.

As I was reflecting on my experience as Editor, I also realized that this is the last time I will be able to express my own views so vividly for the Program and the College to see. No matter how objective we all try to be, if we work diligently on any project over an extended period of time, it will reflect our personalities and our beliefs. I think these past issues of *Femmes* have done that for me.

This newsletter is a wonderful tool that all CNR students should learn how to use. There is so much information in each issue and so many interesting people that you can get to know - they're all your classmates and professors! We have so many resources at our fingertips, we just

have to learn how to access them!

So I will conclude by saying that I have decided to leave the newsletter in the hands of three capable sophomores. Two of them will be **Story Editors: Denise Abatemarco and Amanda Cartagena**. Our new **Layout Editor** will be **Mary Job**. These three women will work cooperatively to produce great issues next year; they deserve your help and support.

Thank you for all that I have learned from all of you. Each one of you has an individual gift. I hope you realize what your talents are and are able to put them to good use someday. You will make yourselves proud.

Sincerely,

Jennife M. Habbo

Editor-in-chief,

*Want to submit something to
Femmes over the summer?*

*Have questions, comments,
or complaints about
anything you read?*

E-mail the Editors!

Femmes_d_Esprit@hotmail.com

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When It All Began

Jennifer Horbal

When I asked Dr. Raia for some ideas for stories that would make *Femmes* be commemorative of the Honors Program's twenty-five years of success, she told me to interview many different people in order to find out what the Program has been like in its different stages. One of the interviews that I was able to conduct was with Sister Anne Bunting, a retired History professor.

I met with Sr. Anne at the convent on Willow Drive where she resides. She received me graciously and was eager to know what the Honors Program has been doing lately. Sr. Anne was very much willing to share her knowledge with me (and of course, it didn't hurt that I am a History major in the Education program!).

Sr. Anne was on the first Honors Board in 1974 along with Dr. Raia, Dr. Katherine Henderson, and Dr. Laura Ruduloph. She taught many different Honors seminars. Some of these included Honors "Western Cultural Heritage" (some of us would remember this as "Cultural Legacies"), "20th Century Global Issues", and along with Dr. Schliefer, the director of the Library, she taught "In Their Own Voices: Women's Diaries, Letters, and Autobiographies." This class concentrated on women is writing from America, Latin America and Europe.

Sr. Anne retired from teaching in the Spring of 1994, but has a great deal of time reflecting on her time at CNR and her involvement with the Honors Program. She recalls that Fordham had a reputation for offering students scholarships and awards for academic achievement. She believed that CNR needed to do more of that for its students. Sr. Anne was fearful that intelligent students were not being engaged in their regular courses. She felt that students needed an interdisciplinary academic curriculum where all of their fields could come together. Her first attempt at this was with the "20th Century Global Issues" course. This was in the 1960's and it was "a smash success!" Sr. Anne remembers the students thinking it was a marvellous class and so she decided

that it would be even better if it went beyond the classroom. This is when she developed the "Chelsea Learning Experience." It happened in 1970 and only lasted one semester. The class (for lack of a better word), took place in Chelsea, which used to be a residence ward. Sr. Anne provided students with a place to discuss interdisciplinary themes and be creative. The 'Experience' was important, Sr. Anne said, because, "it provided an ambience for better students who wanted to be challenged."

Then, Dr. Raia came along with the same idea. Sr. Anne had laid a solid foundation for student and faculty interest in this enriching style of learning. Thus, Dr. Raia and her idea to develop an Honors Program with many different courses focusing on integrating ideas was an immediate success.

Sr. Anne emphasizes that one needs academic friends that can have in-depth discussions about various topics. The Honors Program makes this a possibility. It gives students the enrichment they deserve. As for the Honors Program of today, Sr. Anne says that, "Dr. Raia gets students into the larger world that CNR cannot provide by itself," by linking the Honors Program with other college honors programs.

Today, Sr. Anne sees that when students return to the College of New Rochelle, it is partly because of the bond that they have created while in the Honors Program. Friendships have formed with the help of the Honors Program and, since true friends are hard to come by, this is a major asset.

Sr. Anne was very willing to share her memories and her time with me to discuss the Honors Program. She has an obvious enthusiasm about the Program and has seen its benefits in the students that have taken part in it.

She is one more person complementing CNR on one of its greatest assets, the SAS Honors Program.



Lobbying For Social Justice

Dawn Phillips

I attended the National Association of Social Workers (NASW) New York State Chapter Lobby Day in Albany on April 20, 1999. Some of the central issues which were addressed were Licensure, Mental Health Parity, and Clinic Access legislation. Licensure of social workers and other mental health professionals is important because now anyone can call herself a "social worker," and practice social work, but they may not be trained to do so.

Mental Health Parity refers to the limitations that health insurance policies place on how many visits they will allow for you to see a mental health professional, most of which only cover 20 outpatient visits for a full year. Clinic Access legislation is a controversial issue which deals with making illegal the harassment of clients entering a clinic where women's reproductive services are offered (i.e. abortion). Along with other junior social work majors and professors from CNR, I met

with the Senator's staff member and a member of the Assembly from the district in which the College is located: Senator Guy Velella and Assemblyman Ronal Tocci. Senator Velella's staff member told us that the Senator is supportive of both the licensure bill and the Mental Health Parity bill. When our group met with Assemblyman Tocci, we discussed many relevant issues, such as the opening of a Planned Parenthood Clinic in New Rochelle near the site of the still-under-construction New Rochelle City. We talked about how the clinic access bill would affect the opening of this clinic, which would provide abortion procedures on-site, and the potential for demonstrations being held in a busy public place.

Lobbying for crucial issues is important for students, of all majors, to learn about and participate in. Laws made in Albany do affect our careers as social workers, teachers, psychologists, newscasters and scientists. If we do not stand up for the values we believe in, who will?

MEET OUR NEW MEMBER:

Angela Gavazzi '01

Angela is a social work and psychology major who joined the Honors Program in March. When I asked her how she became interested in the Honors Program, Angela told me that ever since she was a freshman, her professors have encouraged her to enter. Dr. Kraman, Dr. Gonchar, and Angela's writing tutor, Amy Sinclair, gave her much encouragement. Angela felt that she might not be smart enough, but apparently she was wrong - she has held a strong 3.5 so far and wants to learn from what the Honors Program has to offer.

Angela is full of curiosity and wants to meet new people and make new friends. Besides being a new Honors member, Angela holds

three jobs on campus, one in Campus Ministry, one in Admissions, and one in Student Life. She is also interested in joining the Gaelic Society.

Angela is interested in joining NCHC Committee because she loves to travel. She also enjoys sports, reading, and working out.

Angela wants to extend a huge thank you to everyone who has welcomed her into the Honors Program and wants to tell her fellow students to never stop looking ahead; you can always try something new so don't hesitate to explore.

Welcome to the Honors Program, Angela. We hope you make your involvement a wonderful and rewarding experience.

Correction...

We apologize for a mistake made in the last issue of Femmes. We introduced new Honors Member, Natalie, as a freshman, but she is a sophomore. We are sorry for any confusion this may have caused.

25th Anniversary International Festival Lecture



On Tuesday, March 30, at 12:30 PM in Student Campus Center, Room C, an audience of 35 students, faculty, and staff gathered to hear Dr. Vasu Varadhan, professor of International Communications and Director of Advisement at the Gallatin School of Individualized Study at New York University, address the topic, "Women, Literature, and Voices in the Diaspora" and Honors alumna Bushra Rehman, '98, read her poetry.

Both speakers discussed the particular social and emotional problems that third-world immigrant women face in crossing cultural boundaries—especially those between dominant Western and subordinate colonized cultures. Each opened with her own story. Vasu, born and raised in the U.S., was taken to India for an arranged marriage at an early age. Returning to live in America, she balanced being a good Hindu mother, daughter, and wife with wanting an American woman's career and liberated life. Vasu set out the theoretical bases for "transcultural narrative" and read passages from

this category of women's writing to illustrate the isolating difficulties, the marginality, and the dichotomy she had experienced in bridging her separate identities.

Bushra was born in the U.S. to Muslim parents who had emigrated from Pakistan. She described herself as living in two different worlds, in a "pressure cooker," trying to be a "good daughter" but not being able to meet her parents' cultural expectations of her. By way of illustration of the stresses she had felt trying to inhabit two cultures at once, she read poems that she had written in an attempt to cope: "Dirt," "Boy Anxiety," "Sometimes I Wonder," and "Officer, Officer!"

Long before the questions were exhausted, 2 PM signaled the close of the formal program. The event was co-sponsored with the Women's Studies Committee and funded with a Match Grant from the Northeast Region of the National Collegiate Honors Council.

Through the kindness and generosity of the author, we are pleased to print in full the text of Dr. Varadhan's fine lecture for those who were not able to be present to hear it beautifully delivered.

"Voices in the Diaspora": Immigrant Women's Literature

I would like to share with you today some of my thoughts on how immigrant women shape their voices through literature. One might ask why there should be interest in his topic and why did I choose to address it. I will answer the last part first and then frame the topic in terms of multiculturalism, identity, and postcolonial representations. I should say at the outset that I will not be able to do justice to the many works available today but rather will try to give you some examples that are representative of certain key issues.

I stand before you not knowing precisely who I am or where I came from. I was born in India, raised in the United States, and sent back to India at the age of 12. I had an arranged marriage at the age of 16 and came to live here in New York

since 1964. In some sense, NY has been my home for the past 35 years, yet when I visit India, which is usually once a year, I cannot explain why my heart palpitates when the plane alights on the tarmac of Indian soil, causing me to heave a sigh of gratitude that I am home again.

This duality at one time made me feel schizophrenic with the constant shifting between cultures. I tried to be the dutiful daughter and daughter-in-law, mother and wife back in India yet I claimed to be a liberated professional woman



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here. I saw myself in dichotomous terms: Indian-American, Americanized Indian. Always a hyphenated image. My earlier writings reflected that dichotomy usually in tones of anger and displacement. It was only recently that I found myself writing stories in which my identity was not rooted in an either-or framework but rather in a transcultural one. I began to ask the following questions: Who am I? Who is the other in me? How shall I name her? And how does she name herself in her own narratives?

These questions informed the way I read stories written by immigrant women and I began to look more closely at how they constructed their narratives. Were they disjunctive? Digressive? Linear? How did they construct their new places after migration? Were they liberatory? Oppressive? Alien? Most importantly, how does the female protagonist, and she is invariably female, construct her identity in these narratives?

Now to the second part of my topic. Why immigrant women's literature? Simone de Beauvoir, in The Second Sex, believed that feminism should question the concept of woman, culture, and difference. These terms create a reality which then become objects of study which require reading and interpretation to retain their usefulness. Literature gifts find themselves at the intersection of the particular and the universal, the local and the global. The point must be stressed that the personal is not necessarily indicative of the larger socio-political and global system neither can we subsume the narratives of immigrant women into a western model.

Francoise Lionnet uses the terms *metisage* or *mongrelization* of cultures in which women writers show us how the subject is multiply organized across cultural boundaries in which the post-colonial subject comprises both male and female, colonial and indigenous, local and global, etc. Unlike the Enlightenment philosophy in which the marginalized, such as the men, women, children, etc., were spoken for, immigrant women attempt

to centralize their concerns so they can be understood universally. They attempt to deconstruct hierarchies and reconstruct new imaginative spaces where power configurations, though present, can allow for less disymmetry. One can also look at these imaginative spaces as what Reanto Rosaldo calls, "border zones." Here, immigrant women writers from Africa, the Caribbean, South-East Asia etc., can experiment with language in bilingual modes or hybrid languages that confront us with the heterogeneity of identity. This allows the writer to escape the confining definitions of assimilation and acculturation, both of which imply the subjugation of the other as inferior, powerless and pas-

sive. The writer can now appropriate the language of the colonizer, and translate and transform it as a way of changing old paradigms. As we approach the 21st century, the earlier view of the colonized internalizing the vision of themselves as projected by the colonizer needs to be recast in more complex terms. The interweaving of traditions in the narratives and voices of immigrant women writers gives us the vantage point to do such study.

Let me now turn to the novels of selected immigrant women writers to illustrate some of the issues I have raised.

In Jamaica Kincaid's, The Autobiography of My Mother, we glimpse the intensely physical world of Xuela Claudette Richardson whose mother dies at the moment of her birth. When her

father comes to take her to his village on the island of Dominica, Kinciad writes, "This new experience of really leaving her past behind, of going from one place to the other and knowing that whatever had been would remain just so, was something I immediately accepted as a gift, a right of nature." Yet, the colonial past of British domination reverberates throughout the novel in Xuela's own English name, the necessity of learning English in school and allowed to speak Patois only outside school, to her father naming her brother Alfred so that he may start his own dynasty as the British had. Xuela desperately wants to claim her birth-

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Program co-ordinator,
Alicia Concepcion,
with
Dr. Varadhan

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right which is rooted both in the East and the West. The physical nature of the island, the wind, trees, animals, flowers, etc., root Xuela to her sense of self as a native, but her sexual encounters with white men create turmoil within her as she forces herself to accept their subjection of her. Kincaid, as an Antiguan writer, lives in the immediate present and her tone in the novel is not one of nostalgia nor is there a strict linear chronology of events but rather, time is seen as moving in a painful fashion in an often discontinuous manner thrusting into the future without a sense of a collective past. The colonial diaspora can be seen as a weave of broken threads in which belonging, inclusion and kinship are made visible. The self as constructed in this novel is both woman as native and woman as other.

In *Arranged Marriage*, by Chitra Banerjee Divakaruni, the effects of cultural tradition are chronicled as both liberating and confining. In the story, "Clothes," a new Indian bride, Sumita, is brought to America by her husband, who manages his own business. Sumita pleases her husband by wearing jeans and a T-shirt but is embarrassed by the pleasure she feels in seeing the curves of her body hitherto hidden by her sari. Great America is emblazoned across the front of the T-shirt and to Sumita this evokes the promise of good things to come. At the same time, "she feels caught in a world where everything is frozen in place, like a scene in a glass paperweight." Her husband wants her to get a college education and work in his store. However, tragedy strikes, he is robbed and killed, and Sumita is asked by her family to return to India as a widow. Knowing full well that what awaits her is a life of shame and ostracism in society, she takes a first bold step of deciding to stay in America and run the store. Divakaruni writes, "In the mirror a woman holds my gaze, her eyes apprehensive yet steady. She wears a blouse and skirt the color of almonds."

In one of Bharati Mukherjee's early nov-

els, *Wife*, we see the utter psychological disintegration of a young Indian bride who is brought to New York by her husband. He wants her to be Indian at home, cooking, cleaning and doing his bidding, but when they go out, he wants her to be Americanized by having her wear Western clothes and learning how to drink and socialize. As time passes, the female protagonist, Dimple, finds herself living a schizophrenic existence which leads to increased isolation. Television becomes her one constant source of companionship, particularly the talk shows. She sees people baring their souls and finding legitimacy in a public forum. She wants desperately to be like them and soon the fantasy of her televised world becomes her reality. One

evening when her husband comes home, Dimple, who by now has descended into madness, kills him and then commits suicide.

Bharati Mukherjee is well noted as being one of the earliest Indian women writers to deal with the subject of Indian Women Immigrants. Many of her stories deal with the psychological transformation of women immigrants and their quiet desperation in a new place. The transformation takes place usually in encounters with the "other" which often comprises a white male. She has been rightfully attacked in my opinion by feminists who argue that

the immigrant woman can only find liberation through a white man. Furthermore, the country of origin, and in her case India, is often seen as a place from which she feels exiled. There appears to be no going back, and she has in recent times firmly rooted herself as an expatriate. The locus of disjunction for her female characters is often an urban setting. This comes to exemplify either dynamic transformation or decomposition, progress or decay, abundance or violence. The narrative is usually one of loss and despair and casts the female subject into marginality. Novelistic closure is provided by her demise.

Nawal El Saadawi, in *Woman at Point Zero*, serves as a good example of a writer who tries to

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Silver Anniversary Edition 7



Bushra & Dr. Varadhan

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reveal in realistic terms the subjective female experience of pain. As a psychiatrist and novelist, she uses psychoanalysis to describe rape as more than a physical act but one that can also occur through words. Firdaus, when living the life of a prostitute is called, bitch, slut, streetwalker, and she says, "the words continued to echo in my ears . . . like a body as sharp as the edge of a knife which had cut its way through my ears, and the bones of my head to the brain inside." The dissymmetry of power between the sexes is described as a metaphoric lobotomy.

Saadawi also accomplishes a self-reflexive questioning as she appropriates the voice of Firdaus. She begins her story by positioning herself as a scholar, researcher investigating the neuroses of Egyptian women. Firdaus stood out amongst the others. Saadawi writes, "She vibrated within me, or sometimes lay quiet, until the day when I put her down in ink on paper, and gave her life after she had died. Firdaus was executed in 1974 and in 1981, the author herself was imprisoned. *Woman at Point Zero*, testifies to the effort made in taking a case study and giving it universal appeal as a narrative that deals with oppression and emancipation. The author and her subject close the distance between them. Though they are separated by class difference, their intimate experiences are uncannily similar. When Saadawi is in an Egyptian jail, she becomes Firdaus, and in her she sees the link to her own experiences as an excised woman. The novel begins and ends by blurring the distinctions between subject and object, author and prisoner, biography and autobiography, fiction and documentary. Saadawi is imprisoned for wielding her pen to champion the rights of women as Firdaus is imprisoned for wielding a knife against her pimp. In the act of naming the other, the author becomes the other emphasizing the nominal essence between them.

In *The Mistress of Spices*, a recent novel by Chitra Banerjee Divakaruni, the real and the fabulous are inextricably linked to the oppressive conditions of Indian women in India and the vi-

sions and frustrations of the immigrant experience in America. Each of the major spices in Indian cuisine such as tumeric, coriander, cumin, fenugreek, etc., frame each of the stories of Indian immigrants on the West coast. The mistress of spices dispenses the appropriate spice depending on the problem faced by the new immigrant. Her restorative powers mask her true identity. Physically, she inhabits the body of an old woman and has been sent from a mythical island to be a saviour to all newcomers. The island itself is a safe haven for all Indian women who would prefer to die rather than be subjugated by a patriarchal system. However, the mistress of spices seemed special and gifted and thus was chosen to be sent to America. Inside the body of an old woman is re-



Dr. Kraman, Dr. Varadhan
& Dr. Raia

ally a young woman with all the passion and longing that befits that age. When she falls in love, she realizes her sense of self as an individual and not in terms of her relationships to others. She is torn between her ideas of being selfish and altruistic. Until the end, we, the readers are never sure whether she will succumb to her passion or do her duty. I will not give the end away except to say that she gives herself another name and calls herself, "Maya," which mean illusion or mirage. This novel cleverly interjects Indian cuisine as a symbol of eternal tradition, one that can be transported to another culture and used, as in India, as the symbolic arena for most social and familial transactions. The imaginative space of the island sets up a different hierarchy based on women in power albeit there are rules and regulations set up by the matriarch, the Old Mother. The tension between the individual and the collective gets played out when doing one's duty alone is not enough to make one happy. In America, the notion of "I" reigns supreme. Here the hybridization of cultures is rooted in the mythic and in reality and allows the author to situate herself in and distance herself from both cultures. The framing of one culture through the other in a discontinuous narrative in the novel again points to a fragmented past as in Kincaid's novel.

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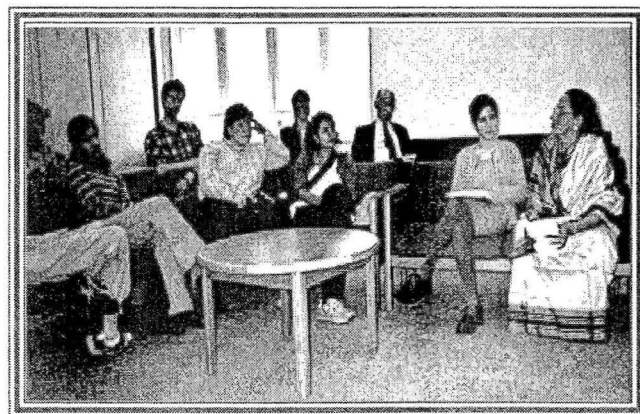
Dr. Varadhan chats with this issue's featured alumnae, Eileen McCarthy.

In more recent novels, such as How the Garcia Girls Lost Their Accent, by Julia Alvarez and Bombay Talkie, by Ameena Meer, we come across the younger generation of immigrants who have settled in the United States. In Alvarez's novel, the luxurious life of the four Garcia girls in the Dominican Republic is seen as quaint and old fashioned compared to the hip lifestyle of the U.S. The humor is disparaging as the daughters make fun of their mother's attempt to assimilate while they themselves are discriminated against for being Spics. The father's escape to America as a political exile serves as the backdrop for their nostalgic view of the Dominican Republic. In Ameena Meer's novel, Sabah, although of Indian origin sees herself as an American and sets out to find her Indian heritage. Here, class issues are played out as Sabah finds herself associating with the upper class brat pack of Indian society whose values appear to be as vacuous as her friends in the United States. The Americanization of Indian life as seen in discos, MTV, and fast food restaurants forces her to consider what it means to have an identity. Indeed the effects of globalization are discussed in terms of local narratives. Sexual liberation, homosexuality, and arranged marriages are all pitted against one another in oppositional terms. Nothing is valued in and of itself and in fact the novel is very post-modern in its development of the characters. Identity is fluid and traditions become hybridized. Though both novels make good attempts at describing the trans-immigrational experience, they fall short in treating issues with depth and critical analysis. Stereotypes abound and solutions

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appear to be far too tidy.

There are many more forms of literature by immigrant women that are worthy of discussion but, as my time is drawing to a close, I would like to conclude with some thoughts I have on this topic. I strongly believe that writings by immigrant women go beyond the notion of difference as articulated by male writers such as V.S. Naipaul, Samuel Beckett, or Salman Rushdie in that the latter see in difference a sense of fragmentation and failure and anomie. In the novels I shared with you today, this sense of difference is constructed so as to provide a moment of insight that can lead to renewal and affirmation. The cultural context of the narrative, the broad domain of quotidian practices, the symbolic realms of polyphonic, pluralistic and intertwined societies all serve to provide what Linda Hutcheon calls "historiographic metafiction." It is in this fictional narration that writing becomes permeated with orality and in the voices of our women subjects we hear from what were once silenced migrants and cultural minorities. Here history and fiction, reality and myth give rise to a discursive space that is indeed a metissage of forms that define the post-modern condition. The past is not merely suffered nor taken on but is represented and redefined. It is to immigrant women's literature that we should turn to hear about the subjective experiences that allow women to be agents of knowledge until the day they can truly have a room of their own in which women writers can finally narrate the real from a different perspective and construct alternate scenarios.



A discussion with the audience followed Dr. Varadhan's and Bushra's presentations.

"Hare Krishna, Hare Rama"



Mary Job



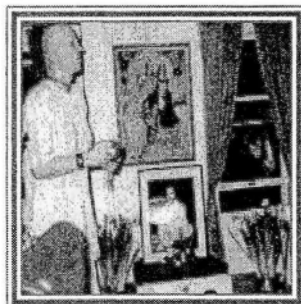
Some of the instruments used include drums and hand symbols.

A devotee prepares "prasad" (blessed food).



Chanting, playing instruments and dancing are part of the rituals of Hari Krishnas.

A picture of the altar dedicated to the temple founder, as well as to Krishna (a picture of him and the goddess Radha are on the wall).



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Programs every Sun. (5:30pm)
& Wed. (7:00pm)
2,3,4,5 trains - Nevins St. Stop
A,C,G - Hoyt Schermerhorn St. Stop
R,N,B,D,Q,M - Dekalb Ave. Stop

What do you think of when you see "those Hare Krishna people"? Well, if you were like me, your first reaction would be "they're weird." Well, I took a little time on Friday, April 16 to go to 26 2nd Avenue in Manhattan to check out the weird people.

Sorry to burst your bubble, but they are not weird. They are devotees just like other devotees. There are those who worship the Lady of Fatima religiously, others who do the same for Buddha. Those people are not considered weird. It just so happens that Hare Krishnas follow Lord Krishna [from the Hindu faith] religiously. As devotees, they choose to dress in simple cloths, usually white, yellow or orange in color.

While I was there, they gathered chanting continuously in the beginning and end. In the end, ecstatic dancing was also included. The concluding song and dance reminded me of the rain dances of Native Americans I have seen on T.V. Also in the program was the reading of the *Bhagavad Gita*, a sacred Hindu text.

I sat wearily through most of the night. My prejudices, gained through years of watching parodies of the Hari Krishnas on T.V., were firm. However, I listened intently and did not once pick up a hint of "you must convert!" The message I did receive, however, was that "I read the Bhagavad Gita; I believe in Krishna; and I am happy." Wouldn't we all like to be able to say this?

Now, I am not promoting this religious group and proclaiming this is the way to happiness. I know people of other faiths who are just as happy. What I am proclaiming, however, is that Hare Krishna's, except for religious beliefs, are really not much different from the devotees of Jesus, Muhammed, Buddha.

Although our idols or dieties or God may be different, we are the same. So, next time you see a couple of people in an airport with orange, yellow or white cloths chanting "Hare Krishna, Hare Rama," do not be cautious. They really are not very different from you.

Education Information:

Surviving The Education Exams



Kelly Larkin

This year I took the New York State Teacher Certification Examinations. These tests are required in order to receive a New York State provisional certificate for teaching. The purpose of these examinations is to help ensure that certified teachers have the knowledge and skills that are important for the job of a teacher in New York State public schools.

The first test that I took in January was the Liberal Arts and Science Test (LAST). I have always been apprehensive about taking large comprehensive tests like the SAT and Regents. I talked to the education professors at CNR and their response was, "Kelly, you'll do fine, just get a good night's sleep." But during the semester break I went out to Barnes and Noble and bought a large review book for the test. LAST tests your knowledge of history, science, math, humanities, artistic expression, and written analysis and expression. When I looked at the review book, I asked myself, "How am I going to remember the entire history of the United States as well as math formulas that I haven't looked at since high school?"

Well, when I took the test, I realized that my professors were right in that you do not need to study for this test. Most of the questions on the test were asked through reading comprehension. About six weeks later, I received my test scores and I had passed!! I was excited; now I just had to take one more test.

The second test that I took on April 17th was the Elementary Assessment of Teaching Skills-Written (ATS-W). This test focuses on the methods of instructional planning and assessment, instructional delivery and the professional teaching environment. In preparation for this test, I reviewed one of the practice tests and then got a good night's sleep. The test consisted of 80 multiple choice questions that portrayed scenarios involving teachers and students. There was also one essay question on the test. I felt that I was well-prepared for this test as a result of all the education classes that I have taken thus far. So now I have to wait for another four weeks until I find out if I qualify to be New York State certified teacher.

HONORS TRIVIA

How Well Do You Know Your Fellow Honors Students?

1. She is originally from Greece.
2. She is a Communication Arts major and has recently completed the Honor's Colloquium; her project focused on homelessness.
3. She will be getting married in June of 2000 to a wonderful man named Glen.
4. She recently finished her student teaching for Elementary/Spec. Ed. and has a minor in French.
5. She became a member of the Honors Program last fall and is originally from England.
6. She will be spending ten weeks in Washington D.C. doing an internship at the Interagency

Council on Women through the State Department.

7. She recently finished producing her second play for Props and Paint, *The Odd Couple*- the female version.
8. She is a sophomore Biology major and is an R.A.
9. She is a sophomore and was co-captain of the tennis team.
10. She is a freshman and works in the Office of Admission.

(answers on page 29)

Do You Remember the OTHER Honors Director?

Jennifer Horbal



You may not realize this, but for a brief period between 1983 and 1986 the Honors Program thrived under a different director, Dr. Nelson Ong. I spent some time talking to him about his time as director and he only had positive remarks about the Program's influence on him and how he feels it affects the Honors student body.

When Dr. Ong was the Honors Program's Director, the Program was already a nationally recognized organization. The Dean at the time, Bridget Puzon, asked him to direct the Program for a couple of reasons. Dr. Ong was a new member of the CNR faculty (he arrived on campus in 1980) and had seen the new curriculum being born and put into effect. She also knew that Dr. Ong was a strong advocate of liberal arts education and was in favor of challenging courses. The Dean knew that Dr. Ong wanted to offer students challenges not only in his fields of political science and economics, but in all aspects of the curriculum as well. So, he was an excellent candidate for the position. And of course, he was eager to accept.

When Dr. Ong took over in 1983, he tried to continue Dr. Raia's legacy of success that had already been established. One way in which he did this was by continuing to participate in the National Collegiate Honors Council conferences. He specifically remembers the regional conference

in Amherst, Massachusetts and the national conference in Philadelphia, Pennsylvania.

When I asked Dr. Ong what it was like to be in charge of the Honors Program, he remarked that it was "challenging for a new faculty member since it was a well-established program." He also said that he had to manage being a teacher and an administrator. Reflecting on this, Dr. Ong remarked, "Teaching is easy compared to administering."

Dr. Ong enjoyed getting to know the students in the Honors Program while he was director. He noticed through his involvement with other Honors programs that ours is highly organized and our students find it very enjoyable.

Being Director was a wonderful experience for Dr. Ong. He said that certain aspects of the Program that were under construction at the time of his appointment are still being revamped and restructured, such as the curriculum and what students' GPA should be to be in the Honors Program. But he says that the Program has been highly successful with its range of activities, seminars, independent studies and Honors Contracts. It is of the finest quality for a small college.

Dr. Ong concluded our discussion with stating that the Honors Program is "an excellent program, so it should continue providing the great opportunities to students who want not only challenges but enrichment as well."

Every time I tried to write my senior good-bye, well, it just got away from me. I guess that pretty much explains my whole senior year though. "So much work, so little time," seemed to be the reigning motto. At the end of the Senior Symposium Forum last week, we realized that it was only one month until graduation, and the panic hit. I find it hard to believe that in a few short weeks, I'll be reflecting on my college years - I feel so old! However, I am not going to dispense any advice, because I really don't have any to spare. But I will say that I am going to miss it here. For a while I felt like I couldn't get far enough away, that I just wanted to be OUT, but as my last academic semester draws to a close, I realize just how much I love the college, and how much I will miss it when I leave. Enjoy the years you have here, take lots of pictures, makes lots of memories and friends, and always appreciate the moment. I guess I lied about the advice.



--Maria Coviello



I hate to write a senior "good-bye" because I'd like to hope our leaving is really just a "see you later." Unfortunately, I know for some, good-bye is more appropriate.

We've come a long way from Jennie Sue and Friday morning Cult. Leg. We started as students and now are leaving as artists, teachers, psychologists, scientists, social workers, academics, and most importantly, women.

We've travelled the city, the state, the country and the world in search of new experiences, new people (and occasionally just a good time), always to return to the third floor of Leland Castle overtired and overworked, but nevertheless in good spirits. And it is with this good spirit that I bid the Honors Program and its members a fond farewell, and "see you later."

--Jenna Sunderland

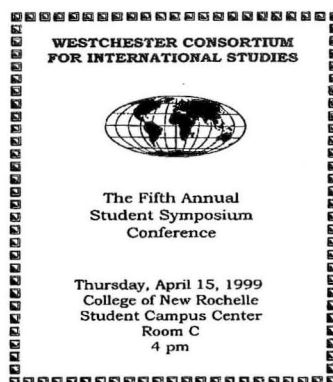
THE 101 THINGS I'LL MISS MOST ABOUT THE HONORS PROGRAM

Jenna Sunderland

101. The Veryfine juice bottle I decorated with colored flowers during Freshman Orientation.
100. The Handmaid's Tale.
99. Jennie-Sue as TA of Cult. Leg.
98. The concert I missed in the city because I stayed home to do Honors homework (you better believe I never did that again!).
97. Virginia Woolf (I still don't understand her, but I remember her).
96. Talking with Joy in a little cafe outside the Cloisters museum.
95. The Honors Freshman newsletter.
94. The 1996 NYC Honors Semester (this counts as 27 more things I'll remember, but don't care to re-live or relay).
67. NE-NCHC 1997: Portland, ME.
66. The hotel fire in Portland.
65. Breaking down outside of Portland.
64. The 14 member Honors Program sleepover at my house after escaping Portland.
63. Ralph (and the drive home from Portland).
62. Honors Program Holiday parties (and the great little gifts we always get, and the cookies).
61. NCHC National 1997: Atlanta, GA.
60. Going to CNN, Coca Cola and eating alligator tail at Buckhead.
59. The curse that Dr. Raia put on us in Atlanta.
58. Wheeee! (That's for you, Monika).
57. Honors Conference Day.
56. NE-NCHC 1998: Washington, D.C.
55. Gallaudet University.
54. Taking supermodel pictures with Rebecca (and her Monica Lewinski beret) and Kristina outside the Capitol.
53. The fact that nobody brought shorts but me.
52. Femmes d'Esprit (for Shiba).
51. Femmes d'Esprit (for Becca).
50. Femmes d'Esprit (for me).
49. Femmes d'Esprit (for Jenn).
48. The Honors Semester reunion/wedding in Chicago.
47. NCHC National 1998: Chicago, IL.
46. Talking all about Sam and Matt on the plane.
45. That cute boy from California that Kelly and Gloria were so impressed with [and no, we don't speak anymore :(]
44. Senior Symposium.
43. NE-NCHC 1999: Salisbury, MD.
42. NE-NCHC 1999 & National 2000: Orlando and Puerto Rico (okay, so I won't remember them, I'm just jealous!)
- 41-1. Dr. Raia (okay, so she gets a few votes too).

Issues of the World

Mary Job



The Fifth Annual Student Symposium Conference on International Studies was held on Thursday, April 15, 1999 here at CNR. The Symposium was sponsored by the Westchester Consortium for International Studies, which consists of three colleges: Manhattanville College, Marymount College, and the College of New Rochelle.

The Symposium consisted of eight students, including senior Nickesha Lyle and our own Amy Wu '99 and Devi Balram '00, presenting their research papers on international topics. The moderators for the event were Dr. Lawson Bowling of Manhattanville and Dr. Anne McKernan, CNR's director of the International Studies Program.

Turnout for the event was excellent and hopefully more will attend next year. If you are interested in participating in the future, contact WCIS Associate, Dr. McKernan at (914) 654-5408 or e-mail her at: amckernan@cnr.edu.



Good-bye to all and thanks for all the help and guidance. It has been a fast, fun, four years full of memories. I'll always remember the classes, which inspired many beginnings; my friends, who have come and gone; and the professors, who have been such an inspiration to me. Thank you all and remember "To Know yet to think that one does not know is best; Not to know yet to think that one knows will lead to difficulty." (Tao te Ching, 71).

--Marie Lagana

What if Dr. Seuss Wrote a Computer Manual?

Author Unknown

If a packet hits a pocket on a port,
and the bus is interrupted as a very last resort,
and the address of the memory makes your
floppy disk abort,
then the socket packet pocket has an error to
report.

If your cursor finds a menu item followed by a
dash,
and the double-clicking icon puts your window
in the trash,
and your data is corrupted cause the index
doesn't hash,
then your situation's hopeless and your system's
gonna crash!

If a label on the cable on the table at your house,
says the network is connected to the button on
your mouse,
but your packets want to tunnel on another

protocol,
that's repeatedly rejected by the printer down the
hall,
and your screen is all distorted by the side effects
of guass,
so your icons in the window are as wavy as a
souse,
then you may as well reboot and go out with a
bang,
cause as sure as I'm a poet, the sucker's gonna
hang!

When the code of your floppy's getting sloppy
on the disk,
and the microcode instructions cause unneces-
sary risk,
then you have to flash your memory and you'll
want to RAM your ROM.
Quickly turn off the computer and be sure to tell
your mom!

Honors Flashback: 1991

Dawn Philips



then...

Eileen Songer McCarthy graduated from CNR in 1991 with a B.A. in Political Science. She went on to study law at Columbia Law and graduated in 1995 as a Stone Scholar. She was admitted to practice law in Connecticut in 1995 and was admitted to practice law in New York in 1996. She is now an associate of the law firm Muldoon,

Horgan & Loughman, LLP in

New Rochelle where she engages in the general practice of law with a concentration in trust and estate work. She is also the proud mother of two children, Daniel, 7, and Hope, 3.

When asked about her experience here at CNR and in the Honors Program, Eileen says that, "The Honors Program gave me leadership opportunities. The leadership requirement for the Honors Diploma resulted in my serving as an Honors Board Representative, among other things. Having a voice in the governing of the Program, espe-

cially in shaping the curriculum, was a helpful experience as it gave me some exposure in areas ranging from negotiation to consensus."

"Another worthwhile experience was the Honors Program's requirement that students present their research and justify their position to the college community on Honors Conference Day. This requirement encouraged public speaking that

may not have been required of me by a non-Honors curriculum. As an attorney, I am often required to present an argument and justify a position in a public setting and therefore this experience was a helpful one for me."

"The Honors Program's focus on collaboration, either between students, or between a student and a faculty or staff mentor, taught me to take advantage of resources in the community and was yet another worthwhile aspect of the Honors education."



...and now

Honors Challenge

*Can You Name The Honors Students
Who Are Roommates?*

1. _____,
2. _____,
3. _____,
4. _____,
5. _____,

BONUS: _____,

(answers on p. 34)

What Are Your Exciting Summer Plans?

Michelle Echevarria will be trying to find a job.

Dawn Phillips will be working as a nanny on Long Island for her little brothers and sister.

Gloria Romero is going to be a good girl and go to summer school.

Mary Job will be enjoying the Indian sun while visiting relatives. Whoo hoo!

Words of Wisdom From Working Women

Christin Jordan

Myths We Live By had its last lecture series presentation for the year, "Women At Work, Making It Work," on April 20th in Romita Auditorium. Alumnae panelists varied in age and experience, but all four women had many words of wisdom to share with the audience.

The first alum to speak, Colleen Duffy '81, graduated as a Communication Arts major, as did two other panelists. After CNR, she got her masters at Boston University and furthered her studies by attending law school at NYU. Working fifteen-hour days at a law firm for six years made her rethink her career and therefore, she decided to change her career path and is presently a judge in Mount Vernon.

Colleen's Words of Wisdom:

**** Women have to juggle more between career and family than men do - women need to establish their priorities and then make decisions.***

Teresa Feil '86, not only graduated as a Com Arts major, but was also in the Education program, with a concentration in special needs, after coming back to CNR for her Masters. Through the Department of Defense, Teresa was given the opportunity to travel and teach in several different countries before establishing herself at the Dalton School in Manhattan.

Teresa's Words of Wisdom:

**** Take opportunities that you come across (i.e. teach and travel in many countries).***

**** Have the ability to combine several interests and utilize them collectively***

Karen Parks '93, was the third of our panelists to graduate as a Com Arts major. She found herself only being offered secretarial positions where she could not move up in status. After persisting, she received a job at the BBC Worldwide America and is now the Programming Coordinator.

Karen's Words of Wisdom:

**** Don't take a job where one asks you how fast you type (don't have the ability to grow).***

**** Persevere -- show people you are interested in a particular position. Keep at it through follow-up letters and calls.***

The last panelist, Stephanie Bell '96 was a Studio Art major. Her story was rather short compared to the other women since she just graduated. Stephanie is the Manager of Operations at Darwin Digital Company, so she reviews resumes and interviews potential employees.

Stephanie's Words of Wisdom:

**** Intern, intern, intern! It helps to establish connections later.***

**** A confident attitude, clear communication skills, attention to detail, and perseverance are positive characteristics which should be illustrated in an interview.***



Thanks to everyone,
every thing, and every
idea that has been my mentor
throughout my four years at
CNR. They've provided an
understanding of these reflec-
tions:

Fill your bowl to the brim
And it will spill. (Sometimes, the re-
sult of the need for perfection.)

Keep sharpening your knife
And it will blunt. (Besides, it's more fun
and interesting to be undiscerning.)

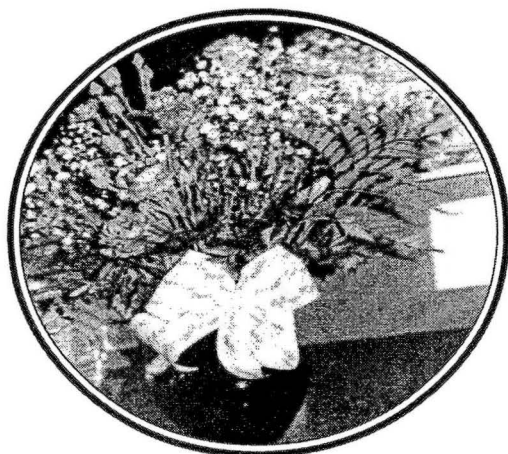
Chase after money and security
And your heart will never unclench.
(Nobody should die of stress or feel like they
will.)

Care about people's approval
And you will be their prisoner. (If you
do, you'll just be a contradiction to all that
you strive for in life.)

-taken from Stephen Mitchell's Tao Te
Ching

--Amy (Chia Lin) Wu

words in parenthesis are from my experience



Femmes d'Esprit *Femmes: Women* *De: of* *Esprit: Spirit*



After four long and
sometimes confusing years, I
am preparing to leave the
relative safety of CNR and
attempt a happy and success-
ful life on the outside.

Looking back, just a few
short weeks from graduation,

I wonder where all the time went, and what
happened to all the girls I used to know. It
seems as if we've grown up so fast and far,
that we hardly know each other anymore.

There are no more all nighters preparing for
Friday AM Cult. Leg. classes, in fact there is
no more Cult. Leg. INS101 has come a long
way from its guinea pig year when we were
freshmen; we have a new President, a new
Dean, and new Professors. If I had to say
one thing to those of you who have yet to
finish your undergrad studies, it would be to
remind you that things change, and there's
always hope. It is up to us to work for those
changes, correct the ones gone astray and
fortify the ones which teach us and allow us
to grow. Best of Luck.

--Joy Hohnstine

Creative

Picture of the Past

Jennifer Horbal

Sometimes I think about all that has happened in the past eleven years. I graduated eighth grade, I graduated high school, I went to my prom, I had my first kiss, I found my true love, I entered college.

I moved away from home.

I laughed over some great times, I wept during the harder ones. And the whole time, her picture was there. Sitting on my desk amidst the papers and computer and dust. It's starting to fade. The plastic is scratched and the picture is crooked behind the clear window.

But it's still there.

She's teaching me how to make macaroni in the picture,

and she's touching my hair.

I wish she was still here. I wish she helped me through the rough times the way that only she knew how to. Why couldn't she still be here?

I don't really remember the sound of her voice but every once in a while I smell her or I see her smile.

And I smile.

I should really get a new frame for that picture. She deserves better than scratched plastic.

THANAP

[Malayalam for cold weather]

Mary Job

I was shaking as I got into the warm bus
It was so cold outside.
Ten minutes out there and my arms had begun to shake
Twenty-five minutes and my legs began too

I saw a man once whose hands shook badly
I noticed them as I gave him the free soup
No gloves.
Then I noticed that his whole body shook

A bum I heard someone call them a bum
A bum.
Isn't that someone's daughter? Someone's son?
Someone's best friend?
Me?

I see a lot of them around
We all do.
I give them nervous glances
Is she drunk?
Is he going to ask me for money?

Stop world hunger, I hear
Yes!
Help the homeless, they say
You got it!

I put on my pajamas
And sweater
And socks
And forget about them
As I slip under the comforter.

Maybe I will remember them
Another day.
When I am in the cold
And begin to shake.

Corner



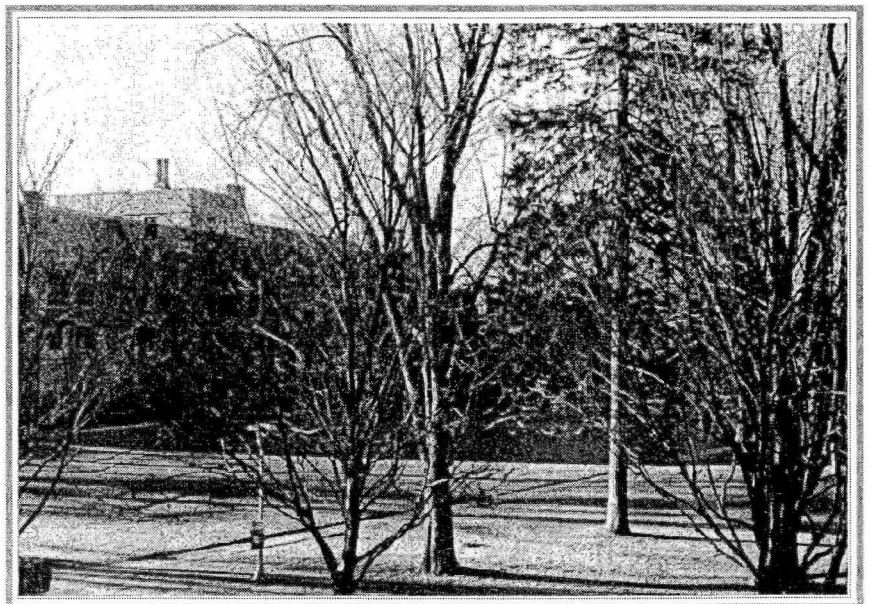
- drawing by Christin Jordan

FINALS

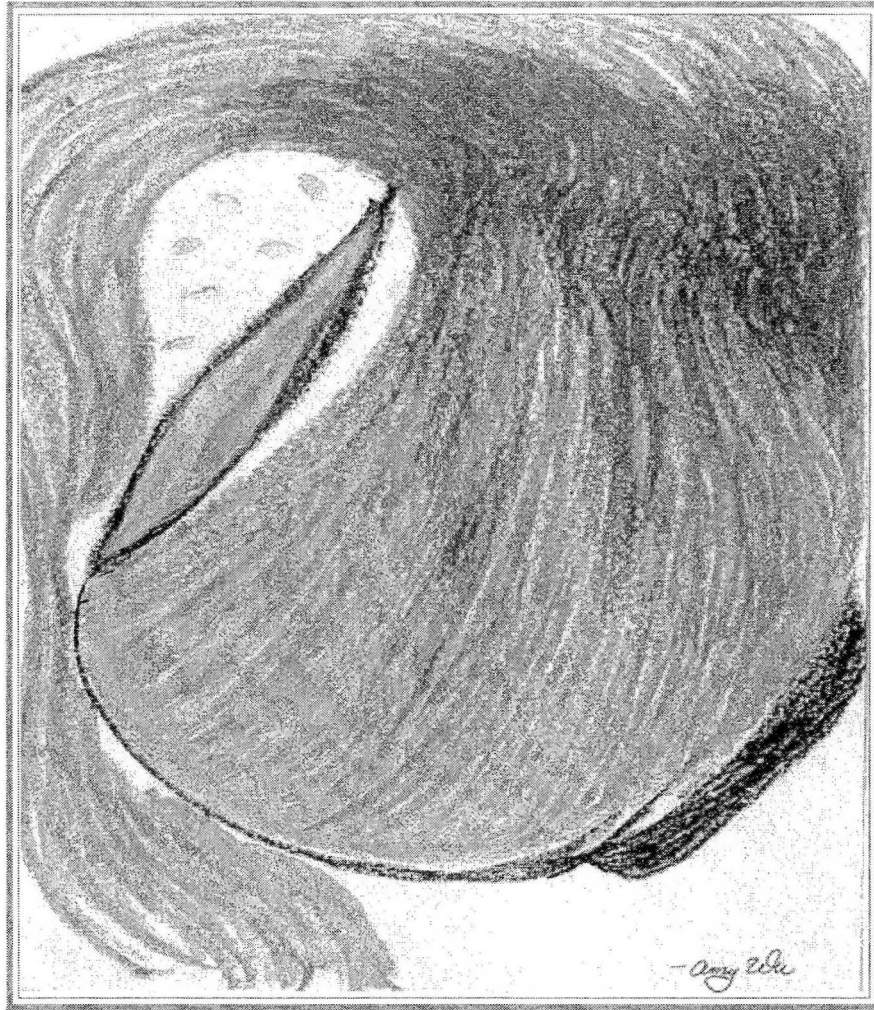
I look out the dark window and I hear the rain,
The pitter patter sound on the window pane.
Writing paper after paper, page after page.
I feel like a trapped bird writing papers in my cage.
Why won't all this work just go away,
And give me more time to do it another day!
Too many things in my mind are circling around
and around.
My world now feels upside-down.
You try to stay sane during this week,
but sometimes it just makes you feel too drained
and too weak.
Finals and finals why did you come?
And make me feel so glum!
Soon it will be all over and then I will be
On my much needed break, happy and free.

- Sandra Rerecic

*A view of Maura Hall,
from Ursula Hall.*



- photo by Mary Job



Bowl of Rice and Hair

Amy Wu

The hairdresser asked me
 how much hair should he cut
My mom would say,
 the shorter the hair the better
and my grandma would say,
 the longer the hair the better
Neither person explains why,
but I've somehow learned
 shorter hair is a sign of modern times
and intelligence
 longer hair embodies tradition and
beauty

If a woman can't decide about her hair,
 then she's "confused."
Does she speak English or her native
language
Does she eat hamburgers or rice
Does she go out or does she stay home
and not the least of all,
Does she want short hair or long hair
I told the hairdresser I do not want
 my hair to be short or long
I claim my place at the border.

The Plunge - Cincinnati Style!

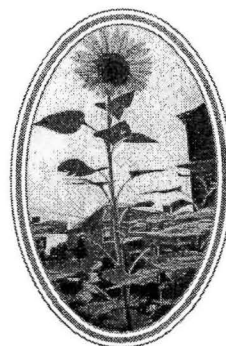
Sandra Rerecic

On Saturday, March 21st at 11:30 AM, seventeen participants gathered together to go on *The Plunge*. The students traveled to Cincinnati, Ohio and Naugatuck, West Virginia, for an intensive week of service. Put together by Campus Ministry, the trips were experiences of service, simplicity, community and reflection. The students lived and shared the lives of the people that they served.

The Cincinnati group included Tammy Liddell, Campus Minister, and seven other students including, Charlene Abraham, Mary Amekudi, Natalie Brown, Shanna Duitz, Dana Duncan, Samaiyah Muhammed, Keleisha Phillip and myself. We worked at a variety of agencies in the "West End" known to the locals as "Over the Rhine" in downtown Cincinnati. Sr. Monica McGloin OP (sister of Sheila McGloin in Student Services) planned out a schedule for the week and the sites where we worked. Some of the sites included a soup kitchen called Our Daily Bread, the Health Resource Center, a walk-in clinic, Visions TC, a childcare center, and RESTOC, a low-income housing provider.

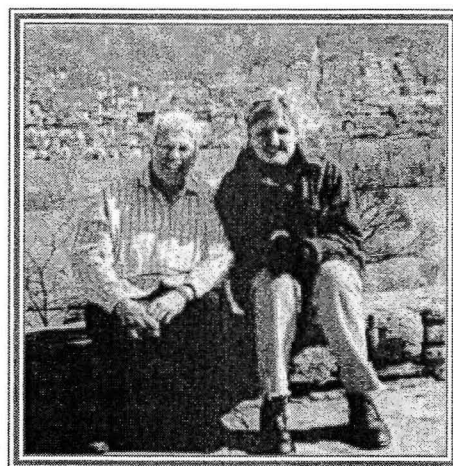
I had the opportunity to work at the Community Land Cooperative, a service that remodels homes and leases them out to families with low incomes. Freshman business major, Samaiyah Muhammed, was my partner at this site. We also had the opportunity to go to dinners, lectures and visit CNR alumni.

The Plunge was a rewarding experience for me, not only because I gave my time to help the poor, but because I learned a lot about myself. The trip taught me how not to take the simple things in life for granted, the importance of working as a team and that the only way something is going to change is if you get up and do something about it. Having the opportunity to put my Spring Break to good use by helping the less fortunate was probably the best thing of all.



**OUR PEOPLE'S HOPE
WILL RISE AND STAND TALL
LIKE THE SUNFLOWER**

*Pleasant Street Garden, Over-the-Rhine
Sunflowers planted by Bonnie and Buddy,
Spring 1996.*



Sr. Monica McGloin and Sandra



*Both Plunge groups before they departed
from Wheeling, West Virginia for their
separate trips.*

A Trip Into The Hills - An Appalachian Story

Jennifer Horbal

Now that it is mid-May, Spring Break and my *Plunge* trip to Appalachia seem so far away, like a mere dream. But then I look at my pictures and my medal of Mary that are my mementos from West Virginia and know that my experience was definitely real.

Along with nine other members of the CNR community (Alisha Arthur, Alicia Fazino, Dana Price, Verladesh Gilles, Carol Luperon, Heather Stewart, Monika Wargo, and Tracy Weeden), I was privileged to spend a week living in the home of Sr. Kathy and Sr. Gretchen on Big Laurel Mountain in Naugatuck, West Virginia. They lived on the top of a mountain in Appalachia which was inhabited by less than ten families and was about an hour away from any city. It took us a half hour to get up the mountain to their home.

We first arrived at the bottom of the mountain on Sunday night, in the wet snow. It was dark and we were entering unknown territory. None of us knew what to expect. We were greeted at the bottom of the mountain by Sr. Anne who told us that she would guide us up the first half of the steep countryside and then have us park our vehicles. There was no way that the CNR minivan and Ford Taurus were going to make it up the mountain. When we got to the cutoff point, we were greeted by Sr. Alice who helped us load all our gear and ourselves into the two land rovers that the sisters were driving, the two dirty land rovers. We stepped out of our vehicles into sloppy mud and heavy mist. We weren't sure where we could walk since a cliff loomed at every turn. We all quickly piled into their two trucks and did what Campus Ministry

participants often do, we prayed.

When we got to the house we were instructed about the rules for the week and regulations about water conservation. Everything in West Virginia is powered by coal. In fact, everywhere we went we saw bumper stickers that said, "I love coal." Coal is so important because there is no major water source in West Virginia and so there

is not much water. That is why we CNR women were not allowed to shower; we each got to have one shower that week (those five minutes we got were pure bliss). But this inconvenience and others like it (such as the immense number of lady bugs that infested our rooms, our beds, our clothes, our cups and the bathroom) were irrelevant compared to the utter enjoyment we received from the work we were able to do with the people of the area.

We did all sorts of jobs to help the families

prepare for the next winter. We chopped wood (I did not excel in this area), we stacked wood (now this was my forte), we fed horses, we climbed hay lofts, we pulled nails out of wood planks so that they could be used to make a new house, and we did a lot of riding around in the back of pickup trucks. In every job that we did, we were able to spend time talking with the families who we were helping. We got to eat with them, and celebrate when the day was over.

One activity that all of us enjoyed was the day that we got to come down from the mountain and go to the area's school camp program where we mingled with the West Virginian children. We played basketball with them, made jewelry and arts



*Members of the West Virginia Plunge
with Sr. Kathy (missing from photo:
Alisha Arthur and Dana Price)*

and crafts, had lunch, and of course, played outside on the swings and had races. I was accused of being slower than one child's grandmother (hey, I was tired after stacking all that wood). It was great getting to know these children. After five hours, we had formed a bond. The children warmed up to us and we all felt a pang of sadness in our hearts when we dropped them off at their respective trailers.

One of the hardest things to get used to when we were in West Virginia was the slower pace at which the people lived their lives. We kept asking for more work to do and the sisters would tell us, "Go outside and enjoy the beautiful weather! The work will wait." And the work waited. We did do a lot of jobs for those people but the things that they taught us about community and the meaning of being a friend were so much more beneficial. We learned how to appreciate nature, wind, good knees, children, and a good peanut butter sandwich. There is so much I would like to tell you about these people, how they struggled to survive, how they suffer when they have to drive into the city to get groceries and how intelligent these

people are.

Appalachia is a large area covering over twelve states. It is deprived of the resources it needs to help its people and is stereotyped as being filled with backward people. Much needs to be done to erase misconceptions and CNR can help. The sisters we stayed with gave us information about how we can sponsor children in West Virginia so that they can be given books and be treated to a trip off the mountain (to McDonald's and a movie) maybe twice a year. If you are interested in sponsoring a child or making any donation to their needs, please contact Campus Ministry and we will give you more information. I cannot express how grateful these people were to have help from big city-folks like us New Yorkers. They are the most gracious and community-minded people I have had the privilege to encounter. When asked how she could live so far away from civilization, one woman said, "What you live in is not civilization. This is true civilization." Those CNR citizens who went to this community didn't want to leave after a week. If you find out more about them, you'll want to take a ten-hour drive down to meet them yourself.



Students remove nails from boards in order to prepare used wood to build a new house.



Activities Committee

***Erin Carmichael, Jaclyn Martinez,
Tzveta Raynova***

The Activities Committee is looking for all the help it can get! They need ideas for fun activities and fundraisers and seek active participants. They also ask that if you are currently a member and are no longer interested in being one to please let one of the co-chairs know. If you want to be a part of this committee, contact Tzveta at x2828.

Elections Committee

Joy Hohnstine

Here are the results of this year's elections:

Activites: Tzveta Raynova

Elections: Renuka Rajani & Noela Taban

Holiday Party: Katherine Donovan

Myths: Christin Jordan & Sadia Rehman

NCHC: Griselda Kim & Gloria Romero

Publicity (electronic): Michelle Echevarria

Publicity (printed): Dayanara Hudson & Gloria Romero

Student History: Dawn Phillips

NCHC Committee

Griselda Kim, Gloria Romero

The plans for this fall's National Conference in Orlando, Florida are well on their way. The delegates who will be attending are: Katie Donovan, Dayanara Hudson, Griselda Kim and Tzveta Raynova. The event will be held from October 27-31, 1999. Good luck to all the participants!

For those of you feeling left out of these conferences, don't fret. Next Spring, we are giving you a great opportunity to attend the Regional Conference in none other than PUERTO RICO. Yipee!! I know you want to go. Well, drop us a line about your interest and we'll make sure to have you on the top of our list. Hey, maybe you will be able to catch a glimpse of Ricky Martin while you are there!

Publicity Committee

Dayanara Hudson

Bulletin

If you need help putting together flyers, or some type of information that needs to be heard, The Publicity Committee is here to help you. Just give anyone here on the list a call and ask them for a bit of their time. Make sure to supply them with all the information necessary, and they'll get back to you A.S.A.P. Don't forget to keep in touch!

Dayanara x2905

Amanda x2620

Denise x2384

Sandra x2828

Gloria x2456

Natalie x2406



Time flies when you're having fun. It seems like just yesterday I was walking up to Dr. Raia's office to inquire about the Honors Program. I remember reading all of the Honors information and imagining all that I could learn and accomplish as a member. What a difference three years makes, as I think of all that I accomplished. I'll never forget my experiences in Honors classes, working on class projects, presentations, and the class discussions with classmates. I have come to enjoy the family atmosphere within the Program. I have attended classes with the same group of students for three years. We have watched each other grow with every assignment, each class discussion, and all of our leadership activities. The beauty of taking classes with such a talented group of women is our dedication to excellence. We demand and expect the very best from each other. This common goal is the glue that holds us together. As the Honors Program celebrates its 25th anniversary, it is important that we remember the bond that we share as undergraduates and will continue to share as alumnae.

As I move on to CNR graduate and alumnae status, I remember all of you who have played such important roles in my CNR experience. I will always hold a special place in my heart for the class of 2000 students. I remember us planning the 1996 Holiday party with the Honors semester students. Do you remember orientation with the Sophomore Sisters? It seems that yesterday we were telling you ladies about college life. It is great to see you become such active members of the Program.

Who can forget the conferences in Portland, Maine and Atlanta, Georgia where we were stranded for a day. The movie "Twister" will always remind me of fourteen girls sitting in Jenna's livingroom, wondering if the van will ever be repaired. Do you remember getting to the airport in Atlanta and realizing that we would not be able to go home that day? These are just a few of the exciting memories running through my mind as I say good-bye.

I would like to extend a special thank you to Dr. Raia who was always supportive and encouraged me to continue my participation in the Program this year. Thanks for the challenge! I am leaving the Program full of confidence, determination, and ready to make a mark on the world. To the remaining Honors Students, I pass the torch. Continue the legacy.

--Roberta Thomas

Good-bye CNR. Thank you CNR. Good-bye. Thank you. To all of you who have touched me, changed me, sent me on a way. A few words can not express the gratitude, the tears, the joy, pain and anticipation that I feel. I have been moved. This is moving--in more senses than one. This space in between the experiences, the knowledge, the community is so delicate, fragile, tangled--in a beautiful way. I leave unsure but with an entirely new sense of myself and the world, of you. Holding this full vessel I go, carrying it, I struggle and succeed, its contents gives me strength to offer, to share.



"That which touches me most is that I had a chance to work with people passing on to others that which was passed on to me. We who believe in freedom can not rest. We who believe in freedom can not rest until it comes."

-taken from Ella's Song by Bernice Johnson Reagon of/with Sweet Honey in the Rock.

--Amy Sinclair

Report from the Northeast Region of the National Collegiate Honors Council Conference, April 9-11, 1999, Salisbury, MD

Dr. Ann Raia

The Northeast Region was welcomed and hosted graciously by the Honors Program at Salisbury State University, which has a full-time student enrollment of 4,000 and an Honors Program that numbers 205 students. The campus, 250 miles and 4 1/2 hours away from New Rochelle, is very beautiful with many buildings and resources. It seemed to most of us more like a private school than a state university.

Dr. Margot DeSevo, Director of the Nursing School's Honors Program, and I each brought two students to the conference. Jenna Sunderland '99 (a member of the Northeast Executive Board for '98-99 and recipient of a Minority Scholarship) and Anne Houle '02 were the SAS student representatives from CNR. Gloria Romero '00, co-chair of the NCHC Committee at CNR, coordinated their attendance.

The theme of the conference was "2061," when the orbit of Halley's Comet will next bring it closest to the earth. In response to the futurist theme of the conference, the planners, Dr. Josie Capuana and Dr. Raymond Whall, decided to try a new approach to conference planning. Instead of inviting workshops, they identified eight topics and appointed a facilitator for each who presided over the large collaborative discussion sessions. The nearly 300 attendees registered for one topic in the morning session and another in the afternoon session.

The rest of the conference had familiar features:

"Shore as Text" designed by Dr. Bernice

Braid (a variation of her popular "City as Text") took participants on an exploration of the coastal urban environs of Salisbury.

President Maureen Connelly of Frostburg State University gave a presidential address which described her use of film to raise questions about the meaning of a liberal arts education. It was accompanied by scary thunder storm which the inhabitants airily discounted as "not very serious" and was followed by the best Presidential Dinner in recent memory!

The Student Caucus was imaginative (if too short for most tastes) and the Student Party "A Blast from the Past" was guaranteed to take you back in time. The Plenary Wrap-ups were well designed to take participants into discussion sessions with some guidance and to debrief issues that arose from the sessions.

The poster sessions were impressive for the array of presentations, the discussions, and the numbers involved.

The business meeting was an opportunity for participants to learn about the activities of the regional organization over the past year and to hear plans for the immediate future: nominations for new officers; updates on the Fall '99 National Conference in Orlando, Florida; and information about the Spring 2000 Regional Conference in San Juan, Puerto Rico.

This conference was a new experience in many ways, but as always, it provided participants with the opportunity to share their interest in Honors education and to learn from one another.

Ne-NCHC Conference Report

Anne Houle '02

After miles on Route 13 with my hand pressed against the glass of the backseat window, the CNR Taurus-wagon finally reached the Ramada in Salisbury, Maryland. Salisbury reminds me a lot of my hometown in upstate New York. If not for the college population, I imagine it is about the

same size, with many of the same features (it is a residential town with one main route going through, which becomes the business district). My hometown however only has one Dunkin' Donuts, as compared to Salisbury's whopping two.

Of all of Salisbury, I liked the shop, The

(continued on next page)

(continued from previous page)

Chesapeake Bagel, the most. It seemed to be Salisbury's version of Au Bon Pain. I highly recommend the vegetarian focaccia sandwich if you ever have the misfortune of finding yourself stuck on Route 13 in Salisbury.

On the first day, Dr. Raia, Jenna and I were there, it was hot. Jenna baked, Dr. Raia wished she had brought lighter suits, and I hated it. I hate any sort of extreme temperature. I was made for low-humidity Northeastern springs and autumns. The campus was filled with students wearing summer clothes. Speaking of the campus, it does not

look like a state school, with its beautiful lawns, gazebos, gardens, large buildings, and variety of housing options (from old-fashioned house-dorms to barrack style living.). I would have thought I stepped into a large private academy. Jenna and I skipped the business meeting to go to the local mall, where I realized how much I missed New Yorkers. I've never had so many kids stare at me. I still am unsure if it was due to my hair, or my piercings, or both. We missed the Student Caucus, which is okay, because the conference did not have that big of an attendance.

Ne-NCHC Conference Report

Jenna Sunderland '99

Saturday was rainy and cold--perfect weather. We attended two meetings, where students and faculty integrated to discuss ideas and collaborate on presentations. The morning topic I participated in was "Race, Class and Ethnicity in 2061". We talked about the likelihood of stereotyping and bias in the future, and we all agreed (at the table I sat at) that it would probably still be around, global community or no global community. The topic of the afternoon session was "Education in 2061," where participants divided into groups and discussed different aspects of interfacing, which involves a student without a teacher, sitting in front of a computer. The student would log on, play with software, and attempt to be taught. Everyone at my table agreed that while this may be helpful in addition to the students normal course load, human interaction can not be taken away from a student's education.

We took a trip to outlets and Ocean City afterwards. I had never been to the ocean (unless I count the trip I took once on the Staten Island Ferry, and I don't). There is a really long boardwalk with an interesting art gallery that sells cheesy oil paintings. It has blue and white Christmas lights, and all this old marina stuff just nailed to the building. It has been painted and plastered with papers and

nailed with shiny scraps of metal that blow in the sea breeze. So, if you are ever in Ocean City, see the boardwalk art gallery.

The thing is, I don't ever plan to go back to Salisbury, and probably not Maryland. I really enjoyed the topic of '2061' and some of the ways we discussed the issues, and maybe I will attend the other conferences. That is, other conferences that are not in Maryland.

As if I hadn't been pondering my future plans enough, this year's Ne-NCHC conference theme forced me to contemplate whether or not universities would still exist, racism would be present, people and machines would become one, we would live to be 400 years old, or if we would even have enough fossil fuel left to enjoy the electricity we've come to rely on so heavily.

This conference was different from any other I attended in the past in that there were no student presentations, only two large group sessions on prevailing stereotypes, and the future of college education and distance learning.

Upon leaving the conference I found myself skeptical, hopeful, fearful and just plain full of the year 2061. Right now I'm still a little pre-occupied with 1999.

Around the World in Two Hours

Mary Job

*ISC moderator,
Shakiba Asgari,
poses in front of
the art display
table*



*Welcome smiles:
Monika Wargo* & ISC
Secretary, Jasmine Santana.*



*Parle vous Francais?
Dr. Andre Beauzethier &
ISC Treasurer,
Tzveta Raynova*.*



*The CNR Gospel
Choir sang some tra-
ditional African
songs.*



Griselda Kim
and Blanca
Moreno model
traditional Ko-
rean dresses.*



*The battle of the M.C's:
Rodina Roberts and Sadia
Rehman*.*

*A bridge
between South and
North India:
Shobha Ommen &
ISC President,
Renuka Rajani*.*



Well, if you were not at the International Students Club's annual International Cultural Nite on Wednesday, April 7, 1999, you missed a fabulous event. The program was jam packed with songs, poetry readings, a mini-fashion show, dances, food, artwork and presentations from and about cultures worldwide.

Some of the highlights included Amy Wu's display of two her mother's wedding dresses, an exotic Ivory Coast dance by Louise Gnampi, Renuka Rajani's Indian salwaar kameez's, as well as many others.

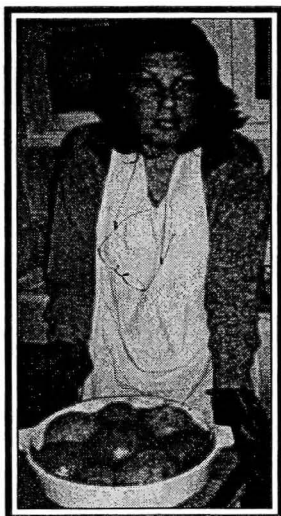
The event, this year, was co-sponsored by the International Students Club (ISC); Career, Counseling, Development & Placement Services; and the SAS Honors Program as part of our 25th Anniversary celebrations.

Those who attended the program were delighted by it.

At a recent computer expo, Bill Gates compared the computer and auto industries and stated: "If GM had kept up with technology the way the computer industry has, we would all be driving 25 dollar cars that got 1000 miles to the gallon."

In response to Bill's comments, GM released the following statement: "If GM developed technology like Microsoft, we would all be driving cars with the following characteristics:

1. Your car would crash twice a day for no reason.
2. You'd have to buy a new car every time they repainted the lines on the road.
3. Occasionally, when executing a maneuver like a left turn, your car would shut down and refuse to restart, in which case you would have to reinstall the engine.
4. Only one person at a time could use the car, unless you bought "Car 98", but then you would have to install more seats.
5. MacIntosh would make a car powered by the sun, twice as reliable, 5 times as fast and twice as easy to drive, but it would only run on 5% of the roads.
6. The new seats would force everyone to have the same size butts.
7. The airbag system would say "are you sure?" before deploying.
8. Occasionally, and for no apparent reason, the car would lock you out, and refuse to open unless you simultaneously lift the door handle, turn the key and grab hold of the radio antenna.
9. GM would require all car buyers to purchase a deluxe set of Rand McNally (now a GM subsidiary) road maps, even though they don't need or want them. Attempting to delete this option would cause the car's performance to diminish by 50%.
10. Everytime GM introduced a new model, buyers would have to learn to drive all over again, because none of the controls would work the same as in the old car.
11. You would press the "start" button to turn off the engine.



*Ever Wonder What Your Professors Do
In Their Spare Time?*

Answers to Honors Trivia from p. 11

1. Kristina Kitkas
2. Maria Coviello
2. Dawn Philips
4. Roberta Thomas
5. Andrea Hindmarsh
6. Monika Wargo
7. Cora Santaguida
8. Rebecca Teetsel
9. Denise Abatemarco
10. Katherine Donovan

8 MM

Mary Job

Pornography. Violence. Murder. Now, that is not exactly the type of movie I rush out to see. Yet, when a friend and I went to see **8MM**, I was in for a surprise. I found the themes and imagery to be pertinent and viable to women's issues.

The premise of the movie is that a rich widow has discovered an old 8 millimeter film reel, belonging to her late husband, depicting the authentic-looking murder of a young girl in a pornographic flick. To uncover the validity of the film's contents, the widow, Mrs. Christian, hires private detective Tom Welles [played by Nicholas Cage].

Through his search for the identity of the young girl, we are led on Welles' journey to the harsh world of pornography. The audience is steered through various "adult" book and video stores, a pornography film audition office, and we are even given a glimpse of the set of a pornographic flick. Of all the scenes in the movie, the one which disturbed me the most was the scene of the line of girls and women who were waiting for an interview to 'act' in such films. Perhaps even worse than this was the scene where the aspiring 'actress' had to perform sexual favors for the producer.

The first thing I asked myself when I saw this line was, "why would these women do such a thing?" Besides the obvious reason of money, why would a woman so degrade herself by reinforcing the ever-persistent societal notions of what women are good for -- namely, sex and beauty and weakness (since most of these films depict women in subservient conditions).

Some may argue that the women who are in pornographic flicks, in fact, have power because they, to a certain extent, control men by luring them into *their* world, for a price. Is that power, however? What does such power really accomplish? And is not this power really that of the producers (mainly men)?

In reality, traditional beliefs about

women are supported when any woman **ALLOWS** herself to be exploited in such a manner. Notions of women as merely sex objects are what women in this particular business appear to relay in their portrayals.

However, I will play the devil's advocate, and will look at the other side of this argument -- the freedom of women to make their own choices. It is only recently that I have come to truly appreciate my ability to revel in my freedom, and I know that I would not want to give it up for anything. Why then should anyone else?

Why should women continue to fit into "norms" society wants to place them in? Why should we cover up our bodies? Why should we not becoming neurosurgeons or astronauts if we desire? Why should we not be involved in the pornographic industry if we feel that is our calling?

Well, I am for freedom of choice just as much as the next person, and maybe I am even more vigorous about it. However, I think that in being given such a great **RIGHT**, we have to be aware of the power that it holds.

When we choose to make a decision--no matter how big or small--we affect not only ourselves, but also others. For example, if we choose to buy a Hershey's chocolate bar over a Nestle Crunch bar, we are, in the big picture, helping to support one company over the other. Or, if we choose to vote for one candidate for mayor over another, we are choosing a certain type of person to run our city. No matter how inconsequential we may feel our choices are, they always affect someone else.

So, if one feels pornography is her calling, I may not particularly dissuade them, much as I am angered and disgusted by the whole industry, especially because of the the role of women within it. But, as they make their choice to work in such an industry, so I can choose to oppose it through demonstrations and lobbying. Just as their choices enhance the prevalent negative images of women, the choices I make can aid in contributing to the notion that women are strong and powerful and we can indeed create a truer image of ourselves.

Some Words of Wisdom Via the Internet

Have you ever watched kids
on a merry-go-round
Or listened to the rain
slapping on the ground?

Ever followed a butterfly's erratic flight
Or gazed at the sun into the fading night?

You better slow down
Don't dance so fast
Time is short
The music won't last

Do you run through each day
on the fly
When the day is done,
When you asked "How are you?"
do you hear a reply?"

When the day is done,
do you lie in your bed
With the next hundred chores
running through your head?

You'd better slow down
Don't dance so fast
Time is short
The music won't last

Ever told your child ,
We'll do it tommorrow
And in you haste,
not see his sorrow?

Ever lost touch,
let a good friendship die
'Cause you never had time
to call and say "Hi"?

You'd better slow down
Don't dance so fast
Time is short
The music won't last

When you run so fast to get somewhere
You miss half the fun of getting there.
When you worry and hurry through your day,
It is like a unopened gift....
Thrown away...

Life is not a race.
Do take it slower
Hear the music
Before the song is over

ANNOUNCEMENT! ANNOUNCEMENT!

There will be an **Honors Leadership Retreat** next semester. It will take place on Friday, September 10th and will be an all-day event. All board reps. and committee chairs are *required* to attend. All Honors Members are welcome. For more information on this event, **contact either Dr. Raia or Katie Donovan '02.**

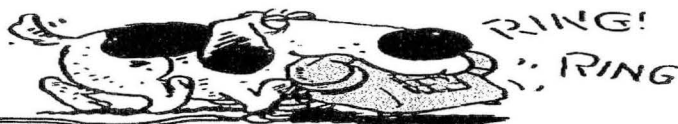
More Useless Facts for Your Storehouse of Knowledge

(Melissa, are your ears ringing?)

courtesy of Dawn Phillips

- Rubber bands last longer when refrigerated.
- Peanuts are one of the ingredients in dynamite.
- The national anthem of Greece has 158 verses.
- Soda in the dorms is only \$.90 as compared to \$1.25 in Rochelle's.
- There are 293 ways to make change for a dollar.
- There are only four words in the English language which end in "-dous": tremendous, horrendous, stupendous, and hazardous.
- The average person's left hand does 56% of the typing.
- A shark is the only fish that can blink with both eyes.
- There are more chickens than people in the world.
- Two thirds of the world's eggplants are grown in New Jersey.
- The longest one-syllable word in the English language is "screeched."
- All of the clocks in the movie "Pulp Fiction" are stuck on 4:20.
- No words in the English language rhyme with *month, orange, silver* or *purple*.
- Almonds are a member of the peach family.
- Los Angeles' full name is "El Pueblo de Nuestra Senora la Reina de los Angeles de Porciuncula" - and it can be abbreviated to 3.63% of its size with "L.A."
- A cat has 32 muscles in each ear.
- An ostrich's eye is bigger than its brain.
- "Dreamt" is the only word in the English language that ends in the letters "mt."
- Tigers have striped skin, not just striped fur.
- Al Capone's business card said he was a used furniture dealer.
- When the University of Nebraska Cornhuskers play football at home, the stadium becomes the state's third largest city.
- The characters Bert and Ernie from Sesame Street were named after Bert the cop and Ernie the taxi driver in Frank Capra's *It's A Wonderful Life*.
- A dragonfly has a lifespan of 24 hours.
- Maine is the only state whose name is just one syllable.
- A goldfish has a memory span of three seconds.
- A dime has 118 ridges around its edge.
- It's impossible to sneeze with your eyes open. (DON'T try this at home!)
- The giant squid has the largest eyes in the world.
- Who's that playing the piano in the *Mad About You* theme? Paul Reiser himself.
- In England, the Speaker of the House is not allowed to speak.
- The microwave was invented after a researcher walked by a radar tube and a chocolate bar melted in his pocket.
- Mr. Rogers is an ordained minister.
- John Lennon's first girlfriend was named Thelma Pickles.
- The average person falls asleep in seven minutes.
- There are 336 dimples on a regulation golf ball.

HONORS HOTLINE...



Are you interested in helping individuals in disadvantaged communities become more self-sufficient? **AmeriCorps*VISTA** can help you do just that! By joining AmeriCorps*VISTA, you can receive an education award of \$4,725 for one year of service - and \$9,450 for two years of service. This can be used to help you pay for graduate school (or you can even opt to take the award in \$100 increments every month). While participating in the program you will earn an \$805 monthly stipend, medical benefits, and student loan deferment. All students over 18 who have completed some college education in a particular field are eligible. Students who speak Spanish are especially encouraged to apply.

AmeriCorps*VISTA is dedicated to helping people through employment training literacy programs, housing assistance,

and neighborhood revitalization. If you would like an application for AmeriCorps*VISTA or find out more information, call 1-800-942-2677 or 1-800-833-3722. Check out their website at www.americorps.org

St. Vincent's Hospital and Medical Center and Novartis Nutrition are sponsoring a **Long Term Care Ethics Network Seminar** on Thursday, **June 10, 1999**. This network was created to provide education, training, consultation, and support about ethical decision-making concerning long-term care. To join or for more information on how the Network may be able to help you or someone you love, **contact Dr. Susan**

Rosendahl-Massella, Ethics Network Coordinator, at (718) 796-2444. The fax number is (718) 796-2572 and the e-mail address is nycltcen@aol.com

NCHC Fall Teleconference on "The New Millenium" in Romita Auditorium from 7:30-8:30pm on Tuesdays, October 5 and 19 and November 2, 16, and 30. Honors Contract work is available for this. **Contact Dr. Raia at (914) 654-5398 or e-mail her at: araia@cnr.edu.**

Brady J. Deaton, Ph.D., Provost, and Charles L. Sampson, Ph.D., Interim Graduate Dean of the University of Missouri-Columbia

proudly announce: the receipt of a **grant in the amount of \$2.4 million from the National Science Foundation for a five-year Mi-**

DO SOMETHING WITH
ALL YOUR TALENTS!
GET INVOLVED
AND GAIN
VALUABLE LIFE EXPERIENCE.

norities in Graduate Education project. This project will provide support for up to 32 doctoral students in the life and physical sciences, including mathematics and engineering, as they prepare for careers in college teaching and research. See www.missouri.edu/~gradschl for additional information; and the acceptance of an invitation to join The National Consortium for Graduate Degrees for Minorities in Engineering and Science. GEM is a Consortium of major universities and corporations that provides fellowship support for minority graduate students at the Masters and Doctoral levels in engineering and science. See www.nd.edu/~gem for additional information.

A New Club on Campus?

Mary Job

Dr. Anne McKernan, Director of the International Studies Program, is presently gathering information to create a UNIFEM chapter on campus. What is UNIFEM, you ask? Well, let's ask Dr. McKernan.

UNIFEM is a United Nations agency focused on promoting the economic development of women, so that they can provide for themselves and their family. Women in global economies do most of the work, yet their access to loans or other monetary transactions is very limited. For example, in many developing countries, if a woman loses her husband, she becomes economically dependent upon her husband's family, and usually is not granted any status in the local banks.

But what does this have to do with us? Why does CNR need a UNIFEM chapter? Well, it is a great resource and point of interest for those students concerned with these issues, as well as the issues of women in general. Many other organizations on campus limit their focus to world cultures or only global political issues. A UNIFEM chapter would provide a meeting ground for those interested in empowering the women of the world, in order that they may gain economic access. It is a great opportunity to learn about cultures, women, *and* politics.



Also, CNR provides a unique environment whereupon a chapter would flourish. We are only 45 minutes from the United Nations Center and it is recorded that most of the ambassadors who live in Westchester County live in New Rochelle.

Now that we have your attention, are you interested in learning more about how to begin a chapter? Well, for starters, it is imperative that if you really want to be involved with UNIFEM, you must be committed. There is no way around that. A UNIFEM chapter is not merely a CNR club, but has connections to the United Nations as well as many other nationwide and global agencies. Commitment is a necessity.

Secondly, to begin a chapter, there needs to be, at least, 15 individuals who are willing to be a part of it. Are you one of them? No restrictions. All you need to have is the drive to commit yourself to the cause of women in the global arena.

Who do you contact, you ask? Well, Dr. McKernan, of course. She can be conveniently reached at (914) 654-5408 or you can even e-mail her at: amckernan@cnr.edu Dr. McKernan is looking to set the chapter in place by this Fall, or next Spring, the latest. Please contact her as soon as possible. Also, you can pick up a registration form on the SCC bulletin board.

Congratulations!!

Here are our board reps for next year:

Class of '00: Noela Taban and Andrea Hindmarsh.

Class of '01: Denise Abatemarco and Tzveta Raynova.

Class of '02: Katherine Donovan and Sadia Rehman.

Answers to Honors Challenge from p. 15

1. Griselda; Gloria
2. Noela; Mary
3. Sandra; Tzveta
4. Gillian; Adrieane
5. Dawn; Kelly

BONUS: Janet; Alicia; Maria



Phoenix advisor and Medieval literature fanatic, Dr. Kraman, read several works from great poets.



Diana Wilkins had the audience mesmerized with her dramatic recitations.

International CoffeeHouse and Poetry Slam Thursday, March 25th, 1999 8:30 - 10 PM



Several slammers -- Jessica Hearn, Shanna Duitz, Barbara Crespo, Jamie Kennelley, and Sandra Rerecic.

Eight Signs That You're Suffering Semester Burnout

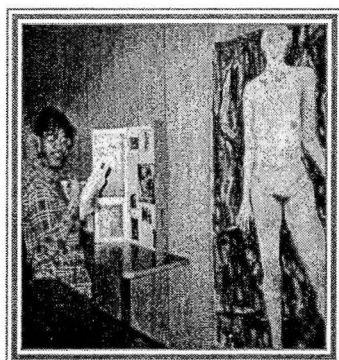
1. When your parents inquire about your grades, you sing the Cookie Monster song: "C is for cookie, that's good enough for me. . ."
2. You wake up to discover your bed is on fire, but go back to sleep because you just don't care.
3. Youv'e gott soo much an yor minde, youv'e fergotton how two spel ceck.
4. Just to take a break from studying, you actually exit your dormitory when the nightly fire

alarm goes off.

5. You sleep more in class than at home.
6. You leave for a party and instinctively bring your bookbag.
7. Visions of the upcoming weekend help you make it through Monday.
8. You think about how relaxing it would be if you were in jail right now.

“Myths We Live By Lecture Series: Women Unbound”

Mary Job



Jodi finds Amy's self portrait very interesting.



Dr. Harasym is so intrigued by an art work of Amy's that she didn't notice we wanted a picture.



Amy Sinclair, Maria Coviello, and Jenna Sunderland were the hosts of the program.

The focus of this *Myths* was the restrictions media has placed on women's bodies. The media has helped shape standards of how our bodies should appear -- tall, thin, fair-skinned, with no blemishes or cellulite. The students who hosted this program, by means of artwork and photographs, showed how unrealistic such idealism is.

There is no perfection. Even those who are believed to be “perfect” have often times been airbrushed, usually because they themselves were not perfect. So what is left? If those who are considered to be perfect have to be airbrushed, what hope is there for the rest of us? Well, none if we

live according to what the media proclaims as The Truth.

The students, through many self-portraits tried to relay to the audience that what we should be striving for is not perfection, but self-acceptance. All the students who participated in the self-portraits claimed they were spiritually enlightened because their focus no longer became their body as merely an image or an object, but as something relative to everything else. A connection to something purer than false magazine images was made.

STUDENT ACHIEVEMENTS

Congratulations to **Amy Wu**, Honors Senior and History major. She was recently accepted into the National Collegiate Honors Council's Honors Semester for the Fall of 1999 “The Grand Canyon Semester: The West as Image and Reality.” The semester is based within Northern Arizona University in Flagstaff, Arizona. Amy will be taking courses, doing field work and a directed study - a total of 16 Honors credits! Make sure you take a lot of pictures for *Femmes*, Amy!

If you caught the March 17 issue of the *Journal News*, you could have seen a picture of **Jenna Sunderland** and the Clothesline Project that she helped bring to CNR. The project was an exhibition of Westchester County's contribution to the nationwide wall of t-shirts made by battered wives, victims or their family members. An article titled, “Local Colleges Work to Deal with Domestic Violence Among Students” also featured Jenna and cited her efforts for trying to heighten awareness of domestic violence in the area.

Have you read the 1999 issue of *Phoenix*? If you haven't you're definitely missing out. Pick up your free issue and read beautiful poems, interesting stories, look at the fabulous photographs and more. And make sure you congratulate the editor, **Erin Carmichael**, for all her and her staff's hard work.



The 14th Annual Honors Conference Day

It is my great pleasure to introduce to you someone I am very anxious for you to become acquainted with. While she was an undergraduate here I was fortunate to enjoy Maria's intellectual and personal gifts in two capacities: she was an Honors student and one of two classics majors in her class. I tried to think of some way I could in brief present her to you - my thumbnail sketch -- "dynamic, intense, caring, enthusiastic." Were she not going to address you, I would not rest content with that, but would launch into stories to illustrate.

Instead, let me tell you about the professional Maria who left here a lover of Greek language and literature and continued her classical studies at the University of Pennsylvania, where she had a Teaching Assistant position and earned her Masters degree and then Doctorate in 1993. Her dissertation topic was, "Dependence and Self-sufficiency in Hesiod's *Work & Days*."

Since then, Maria has taught a variety of courses in Greek, Latin, and classical literature and culture at the University of Pennsylvania and is now at St. Joseph's University, where she is a gifted teacher (I've seen her student evaluations), a generous member in her college community, and a gifted scholar, motivated by love for her discipline and a habit of asking good questions and seeking answers.

Maria has given papers at several conferences, including our major disciplinary one, the American Philological Association (1997). She has written articles and had them published in two important journals of scholarship, "Classical World," and "Helios." At present, she is working on a book - an outgrowth of her work on the epic poet Hesiod. Please welcome Maria Marsilio, alumna and educator.

--Dr. Ann Raia

Today we celebrate 25 years of outstanding scholarship conducted by Honors students at the College of New Rochelle. I join you all in applauding the efforts of these Honors students, whose original and stimulating work we are witnessing today. Year after year, we who have participated in Honors Program coursework and activities as students, faculty mentors, administrators, or interested alumnae and friends are well acquainted with the intensive critical analysis, the careful and balanced inquiry, the collaborative sharing of ideas and resources, the independent thought, and the sound leadership that are hallmark qualities of the Program under the directorship of Dr. Ann Raia. This is an Honors Program designed to commit its members to a process of life-long learning, a learning that is at once intellectual, social and soul-nourishing. At the core of Honors Program goals is the desire to engage the individual student in rigorous independent study and research in a supportive environment. Each student who conducts an Honors research project takes a scholastic and spiritual journey to acquire expertise in one or more related disciplines and to construct a dialogue with her chosen mentor and peers which aims to develop, to critique, and ultimately to enhance her study. To-

day I wish to reflect upon the beginnings of my own independent research in Classics, to discuss the meaning and importance of the role of mentoring, and to share with you some thoughts about how innovative research becomes a joyful and stimulating means of communication between ourselves and others.

My own engagement with scholarly research began with my first Honors project in Spring 1982. I was a freshman, and I had just completed my first semester at the college. Dr. Raia was my Latin professor and my academic advisor that year. Now all of us who know Dr. Raia will not be surprised when I say that, before I knew what hit me, I was also a member of the Honors Program. While I was happy to be a Classics major, studying the Latin and Greek languages which I loved, I was very apprehensive about my suitability for the Honors Program. I was committed to academic excellence; however, I had never conducted serious research on any topic by myself before, and I was scared. Additionally, I had always thought of myself as a "traditional" learner, who could understand and master the primary and secondary sources, but who could not emerge as an "original" thinker in her own right. I was convinced that I was not ready for the demands



This year's event took place in SCC, Rooms B&C.

(continued on next page)

Silver Anniversary Edition 37

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Noela spoke about her summer trip to France.

and expectations of the Honors Program. Ready or not, I began my first Honors research project in January 1982, under the mentorship of Dr. Barbara McManus. The semester-long project was coordinated with my intermediate level Latin course in Ovid, and was to result in a carefully researched and written study of Ovid's language, highlighting the chief rhetorical devices employed by the poet for humorous effect. I was intrigued by the subject matter, but I wondered how I was going to become an "expert" on Ovidian poetic technique and humor when I had scarcely more than a semester of Latin language knowledge to draw upon.

Recognizing that I needed strong guidance, Dr. McManus directed me to some seminal works on Ovid's poetry, and then introduced me to CNR's library collections: Classics, references, periodicals, abstracts. At her promptings, I also consulted other library collections, and in a few short weeks I had an extensive range of bibliographic sources. This is fun, I thought. What happened after that was the most intellectually challenging, laborious, exhausting, inspiring, anxiety-producing, interactive, hilarious, and empowering experience of my freshman year of college. Empowering. I had learned so much, and I had taken the first important step towards achieving my career goal of becoming a Classics teacher and scholar. To the best of my ability at that time, I learned how to practice the essential techniques of sound scholarship in my field: intensive reading, critical evaluation of sources, synthesis of thought, collaborative discussion with my mentor and peers, original thinking, logical argumentation, and careful documentation of sources. I had made my own contribution, and the skill I had acquired provided the solid foundation for my future research and publication in Greek and Latin language and literature.

As I've continued my teaching and research in Classics, I've thought more and more about the significant role that independent research assumes in all disciplines. Research marks not

38 *The Honors Program*

the end but the beginning or the progress of an idea or ideas. All quality research is inspired or generated by previous research and study conducted by ourselves or by others, and will itself provide a wealth of material for further scholarly work. In this way, scholarship looks both back and forwards in time, and it is always collaborative, as it draws from and is given its impetus from the work and encouragement of mentors, colleagues, peers, friends, and family.

Research engages us in interactive discussion and debate with experts in our own disciplines and in related disciplines, it reshapes our understanding of problems and issues, and it helps us to formulate new questions and new methodologies in our attempt to resolve these problems and issues. Although strong research usually assumes a dependence upon the contributions of previous scholars, it is ultimately judged by the innovative, original contribution it makes to its field. Research, then, is unique to the individual. A good scholar will not use others' work to find her own opinion there, but will formulate a fresh, authoritative, and compelling way of viewing an idea or ideas, using others' contributions as the inspiration or the foundation upon which to build a new theory.

As life-long learners committed to research, we may have the courage to effectively challenge widely accepted theories and to intelligently defend them in the face of scholarly dissent.

Many remarkable women have eventually established themselves as authoritative voices in their individual scholarly fields. Today, we regard them with profound admiration, but we should not forget that they began as students, and that they had teachers and mentors who guided them. Research belongs to the student, and is credited to the student, but the role of the mentor in developing the student's scholarly potential and temperament cannot be underestimated. The ideal mentor looks into the student's eyes and

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Several students gather around Erin's poster presentation.

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sees a unique individual with unique talents, then becomes attuned to that student's character, abilities, and needs. Among the mentor's chief responsibilities are to help the student to fully develop her special talents and to help her to practice the highest quality of research in her chosen field. Mediocrity is unacceptable. The mentor offers expert knowledge, experience, guidance, encouragement, timely feedback, constructive and tactful critical response and deserved praise, and concrete suggestions for further study and improvement. The mentor is available for consultation when the student needs guidance, and does not encourage or enable the student to go into hiding or to shy away from the tough questions.

There is no hand-holding, and no condescension. The mentor shows the student respect, as towards a future colleague. The mentor creates an environment of academic freedom, encouraging the student to question and experiment with ideas but never allowing her to be careless, and trusting that she will ultimately reach her own sensible conclusions. Those con-

clusions, and the initiative, motivation, and study that led to those conclusions, are the student's own. The fruits of the student's research are shared with her mentor, but those fruits taste the sweetest for the student. For in accomplishing this project, she knows that she is capable, that she is competent, and that she is prepared to assume greater challenges. The completion of this project, and the completion of each and every future project, brings her to the next level of learning and leadership. The student and her mentor may continue to share an intellectual and social collaboration that is richly meaningful and rewarding to both. And the student may one day be a mentor herself, who will give to her students the abundant respect and knowledge that she received from her own mentor and teacher.

It's often observed that good teaching and good research are natural complements of one another. They inform and support one another. As teachers, we know that research strengthens our authority in the classroom, as it gives us the abil-

ity to say that something is factual, likely, or possible, because we ourselves have read it, have explored it, have evaluated it, have tested it, have done it. So often, students nourish our scholarly activity. Our research can arise from or be ignited by questions and discussion raised by our students in the classroom. Students can also join us in conducting our research, and help us to present it to our scholarly community. The classroom often provides an ideal forum in which student and teacher engage in independent or joint scholarly research, assisting one another in vibrant questioning, thoughtful deliberation, and rational choice.

As I look back on my undergraduate education at the College of New Rochelle, I find it

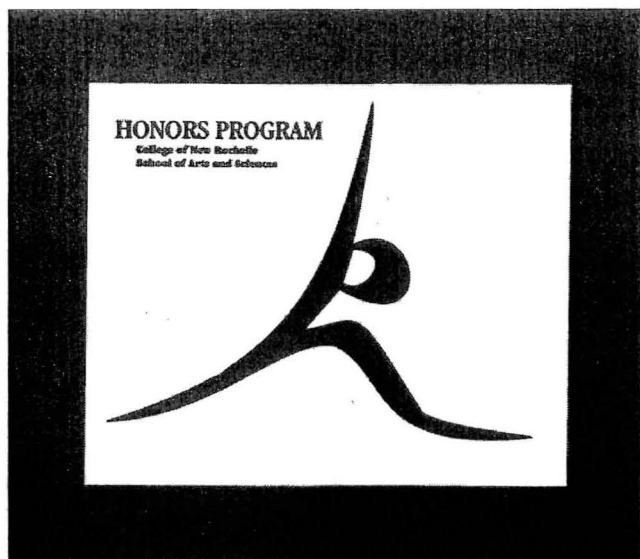
telling that I have saved many of my research papers and projects from my Honors and non-Honors courses. A paper on the finches of the Galapagos Islands for Dr. Marjorie Holland's "Evolution" course, a paper on animal imagery in *The Tempest* for Dr. Katherine Henderson's "Shakespeare" course, an essay on Eugene O'Neill for Fr. Bernard McMahon's "Introduction to Drama" course, and a comparative study on be-

reavement in various primitive societies for Dr. Dennis Ryan's "Death, Grief, and Religion" course: these are among the most memorable. I must have thought that this work was important in some way, that said something about me, that it reflected upon some part of my development as a person as well as upon my progress as a student and scholar. Indeed it did. I well remember the time and energy these professors invested in me and why I trusted them; I well know what I invested in my work and what I gained intellectually and spiritually from doing that work.

In closing, on this 14th annual Conference Day and in celebration of the 25th anniversary of the Honors Program, I'd like to thank the many talented Honors students of the College of New Rochelle for sharing with us the labors and the joys of their independent research projects. I congratulate you on your success, and urge you to keep studying and producing, and to shine brightly in the leadership positions for which you are destined.



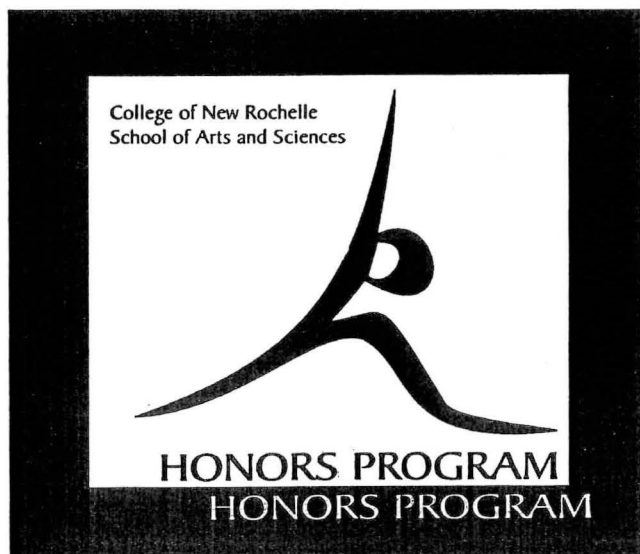
Conference Day co-ordinator, Joy Hohnstine and Anniv. Cmte. chair, Mary Job, pose before the Anniv. celebrations posters.



SQUARE A



CIRCLE



SQUARE B

Make Your Vote Count!

Dr. Raia and the Honors Program would like to know what you think about these three designs for the Honors Program emblem. The Honors Board has narrowed the choices down to these three designs which have been done by Rosemary Vasquez. Let Dr. Raia know which one you like the best. Drop her a line via e-mail, voicemail, or stop by her office. Make sure you choose by the design title:

SQUARE A,
CIRCLE,
or
SQUARE B

***Check out the
Honors Program
on the WEB!!***

*Thanks to
Michelle Echevarria
and Anne Houle,
The Honors Program's
website is up and running!!*

*Check out the cool pics,
info, and layout at:*

<http://cnr.edu/home/Honors/>